



## English

### Composition

- To plan writing by discussing writing similar to that which they're planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- To plan writing by discussing and recording ideas.
- To draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and range of sentence structures from English Appendix 2.
- To draft and write by organising paragraphs around a theme.
- To draft and write non-narrative material, using simple organisational devices.
- To evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements.
- To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- To proof read for spelling and punctuation errors – including the use of the apostrophe for possession, speech punctuation and the comma for fronted adverbials.
- To confidently read our own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Vocabulary, Grammar & Punctuation

- To understand the grammatical difference between the plural and the possessive –s.
- To use the standard English forms for the verb inflections instead of the local spoken forms.
- To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- To use fronted adverbials.
- To use paragraphs to organise ideas around a theme.
- To make an appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.
- To use inverted commas and other punctuation to indicate direct speech.
- To use apostrophes to mark plural possession.
- To use commas after fronted adverbials.
- To understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.

### Handwriting

- To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- To increase the legibility, consistency and quality of their handwriting.

Spelling – See Appendix 2

Reading – See Guided Reading Plans

## Maths

### Autumn 1

- To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- To count up and down in thousandths; recognise that thousandths arise from dividing an object into 1000 equal parts and in dividing numbers or quantities by 1000.
- To add and subtract numbers mentally with increasingly large numbers.
- To know angles are measured in degrees; estimate & compare acute, obtuse & reflex angles. Identify:
  - Angles at a point on a straight line & 1/2 a turn (total 180°)
  - Angles at a point & one whole turn (total 360°)
  - Other multiples of 90°
- To draw given angles & measure them in degrees
- To measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- To calculate & compare the area of rectangles (including squares, & including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) & estimate the area of irregular shapes.
- To add and subtract whole numbers with more than 4 digits including using formal written methods (columnar addition and subtraction).

### Autumn 2

- To identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.
- To multiply and divide numbers mentally drawing upon known facts.
- To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- To establish whether a number up to 100 is prime and recall prime numbers up to 19.
- To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- To read and write decimal numbers as fractions, e.g. 0.71 = 71/100.
- To multiply numbers up to 4- digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2- digit numbers.
- To complete, read and interpret information in: - tables, including timetables

### History

- To use dates and historical language.
- To draw a timeline with different time periods.
- To use mathematical skills to work out exact time scales and differences.
- To describe historical events from Ancient Egypt.
- To appreciate that significant events in history have shaped the country we have today.
- To have a good understanding as to how crime and punishment has changed over the years.
- To test out a hypothesis in order to answer a question.
- To appreciate how historical artefacts have helped us understand more.

### Geography

- To collect information about a place and report it.
- To map land use.
- To find answers to geographical questions.
- To make detailed sketches and plans.
- To plan a journey, taking account of distance and time.
- To explain why cities are situated by rivers.
- To explain how Egypt fits into its wider geographical location; with reference to physical features.
- To explain the water cycle.
- To explain why water is such a valuable commodity.
- To explain why people are attracted to live by rivers.
- To name and locate many of the world's most famous rivers on maps.

### Science

- To compare and group everyday materials together based on their properties.
- To explain how some materials dissolve in liquid to form a solution.
- To describe how to recover a substance from a solution.
- To separate mixtures through filtering, sieving and evaporating.
- To use scientific vocabulary to describe changes.
- To demonstrate that dissolving, mixing and changes of state are reversible.
- To explain that some changes result in the formation of new materials.
- To explain the terms 'reversible' and 'irreversible'.

'Working Scientifically' is to be embedded in lessons throughout the topic.

### Computing

#### Data Retrieving and Organising

- To explore menu options and experiment with images (colour effects, options, snap to grid)
- To add special effects to alter the appearance of a graphic
- To 'save as' gif or jpeg wherever possible to make the file size smaller
- To create information posters using their graphic skills

#### Presentation and Using the Internet

- To use a search engine using keyword searches
- To compare results of searches
- To make a homepage for a website containing links
- To capture sounds, images and videos
- To use text formatting tools

### Music

- To breathe in the correct place when singing.
- To sing, using understanding of meaning, to add expression.
- To maintain their part whilst others are performing their part.
- To perform 'by ear' and from simple notations.
- To improvise within a group using melodic and rhythmic phrases.

### Steel Pans



## Year 5 Autumn Topic Puzzle Fabulous Pharaohs

### PE - Rising Stars Curriculum input

- **Swimming**
- **Football Skills** (Agility and Co-ordination)
- **Basketball and Netball Skills** (Throwing and Catching)

### Coach (Outdoor)

### Art

- To organise line, tone, shape and colour to represent figures and forms in movement.
- To keep notes as to how to develop work further.
- To develop and compare ideas in a sketchbook.
- To print using a number of colours.
- To create an accurate print design.
- To print onto a variety of materials.
- To sculpt clay and other mouldable materials.

### Design

- To refine and further improve a product using mouldable materials.

### Languages

#### PSHE

**New Beginnings**  
**Say No to Bullying**

**RE**  
**Sikhism**  
**Islam**

**Christianity (Christmas)**

### Trips

- University College London artefacts
- Bank of England